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ABSTRACT

This collection of papers shows how intercultural competence can be realized in the classroom. The 17 chapters include the following: (1) "The International Partnership Project" (Carol Morgan); (2) "Teaching Intercultural Communicative Competence through Literature" (Eva Burwitz-Melzer); (3) "'Up the Hills of Identity'" (Elena Tarasheva and Leah Davcheva); (4) "Visual Codes and Modes of Presentation of Television News Broadcasts" (Maria Metodieva Genova); (5) "An Approach to Implementing a Cultural Studies Syllabus" (Iskra Georgieva); (6) "'Family Life' and 'Regional Identity'--Comparative Studies While Learning French" (Sylvia Duffy and Janet Mayes); (7) "'It Must Be Cultural because I Don't Do It': Cultural Awareness in Initial TESOL Teacher Education" (Mary Williams); (8) "Virtual Intercultural Competence: A Programme for Japanese Elementary School Students" (Lynne Parmenter and Yuichi Tomita); (9) "Students as Virtual Ethnographers: Exploring the Language Culture-Connection" (Sheila Carel); (10) "Working in Tandem: An Anglo-French Project" (Clare Dodd); (11) "New Tools for Old Tricks: Information and Communication Technology in Teaching British Cultural Studies" (Paul Whittaker); (12) "Tandem Learning as an Intercultural Activity" (Jane Woodin); (13) "'Why Do Danes Put Their Elderly in Nursing Homes?'--Working Outside the Classroom with Adult Second Language Learners" (Judith Parsons and Peter Junge); (14) "Cultural Understanding in Danish Schools" (Leon Aktor and Karen Risager); (15) "'I Thought My Teacher Fancied Me'" (Tanya Madjarova, Magdalena Botsmanova, and Tanya Stamatova); (16) "British and Bulgarian Christmas Cards: A Research Project for Students" (Krassimira Topuzova); and (17) "Study of Landscapes as an Approach to Openness to Others" (Francoise Vigneron). (Papers contain references.) (SM)

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